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ABSTRACT

This manual was developed to help principals identify and monitor human barriers (intentional and unintentional social behaviors that produce negative reactions) in their schools. It is also intended to help administrative staff, teachers, other school-site staff, students, parents, and community members and groups become aware of school-related problems that are precipitated by their actions and reactions. The manual does not contain specific methods for implementing the strategies suggested; therefore, the individuals who are selected to implement the strategies can structure approaches consistent with their skills, resources, and special needs. In creating the manual, the committee worked from various matrices that combined elements including 26 general sources of school-related problems and six target groups. In developing the problem statements and strategies for the manual, the committee used four particularly important problem areas--individual differences/values, communication, expectations of others, and perceptions/attitudes/stereotyping. Each of the 13 most important relationships between target groups is treated in a chart presenting the problem areas, the problems, and strategies for correcting the problem. (Author/IRT)

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Improving the Human Environment of Schools:

Problems and Strategies

CALIFORNIA STATE
DEPARTMENT OF EDUCATION
Wilson Riles—Superintendent of Public Instruction
Sacramento, 1979

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Preface

Improving the Human Environment of Schools: Problems and Strategies is the result of many hours of examining and discussing the writing and experiences of many persons who have worked in improving relationships in educational settings.

The manual is the result of the work done by the Ad Hoc Committee on Selected School Problems established by the Office of Intergroup Relations of the State Department of Education. The Department gratefully acknowledges the help of Joan P. Avis, Rodney J. Reed, Rodney Santos, Concha Saucedo, Staten W. Webster, and Gerald I. West in developing the ideas presented here. The writing team was composed of committee members Joan Avis, Rodney Reed, Staten Webster, and Gerald West.

Special appreciation is expressed to Rodney J. Reed, who chaired the committee and coordinated the work of the writing team. It was chiefly through his understanding of the problems and because of his analytical skills, patience, and insistence on developing a useful tool that this manual became a reality.

DONALD R. McKINLEY
Chief Deputy Superintendent of Public Instruction

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Chief, Office of Intergroup Relations

Contents

Preface iii

Chapter

I. Introduction 1

II. The Problem Identification Process 2

III. How to Use This Manual 6

IV. School-Related Problems and Strategies 7

Student-Student Problems 7
Student-Teacher Problems 12
Student-Administrator Problems 16
Student-Parent Problems 20

Teacher-Administrative Staff Problems 22
Teacher-Parent Problems 25
Teacher-Community Problems 28
Teacher-Other Staff Problems 30

Administrative Staff-Parent Problems 33
Administrative Staff-Community Problems 39

Parent-Parent Problems 44
Parent-Other School Staff Problems 46

Community Group-Community Group Problems 49

V. Establishing the School Human Environment Assessment Group 51

VI. Conclusion 53

Selected References 55

Chapter I. Introduction

The Ad Hoc Committee on Selected School Problems was created by the Office of Intergroup Relations, California State Department of Education, to analyze the social aspects of school problems and to formulate strategies for change. The results of the committee's efforts are reported in this manual.

The initial charge to the committee was to develop a manual that would help school staffs identify, understand, and suggest solutions to school problems related to:

1. Desegregation and integration
2. Interpersonal and intergroup relations
3. School-community relations

In approaching its charge, the committee decided not only to look at schools where desegregation had occurred or was slated to occur but also to examine urban and suburban schools where desegregation was not an issue and schools where conflict and institutional racism prevented the maintenance of a supportive learning environment. Committee members also agreed that the success of the strategies proposed must involve the principal—the educational and social leader of the school—in identifying problems and in designing and implementing strategies.

The committee looked at a broad range of school-related problems, which members called *human barriers.* Human barriers are intentional and unintentional social behaviors that produce negative reactions. Such activities prevent establishment of an educational climate characterized by socially supportive, mutually respectful interactions. The committee identified four sources of human barriers: individuals, classrooms, schools, and communities.

This manual was developed to help principals identify and monitor human barriers in their schools and to help administrative staff, teachers, other school site staff, students, parents, and community members and groups become aware of school-related problems that are precipitated by their actions and reactions. The manual does not contain specific methods for implementing the strategies suggested; therefore, the individuals who are selected to implement the strategies can structure approaches consistent with their skills, resources, and special needs. However, the committee does recommend that a structural approach be used to solve problems and develop solutions as an aid in identifying, monitoring, and resolving school-related problems, or human barriers.

Chapter II. The Problem Identification Process

The ad hoc committee identified 26 general sources of school-related problems, or human barriers. (See Table 1.) Next, the committee identified six target groups in which these problems were likely to occur, either between members of a particular group or between members of two groups:

1. Students
2. Teachers
3. Administrative staff
4. Parents
5. Community (including social, health, and law enforcement agencies)
6. Other school staff (noncertificated)

The committee then created a matrix (Table 2) to classify problem areas specific to the interaction of two groups. This process resulted in 21 different combinations:

Student—Student
Student—Teacher
Student—Administrative staff
Student—Parents
Student—Community
Student—Other school staff
Teacher—Teacher
Teacher—Administrative staff
Teacher—Parent
Teacher—Community
Teacher—Other school staff
Administrative staff—Administrative staff
Administrative staff—Parents
Administrative staff—Community
Administrative staff—Other school staff
Parents—Parents
Parents—Community
Parents—Other school staff
Community—Community
Community—Other school staff
Other school staff—Other school staff

Table 1

Sources of School-Related Problems Identified by the Ad Hoc Committee

1. Authority and control
2. Individual differences/values
3. Sharing information
4. Communication
5. Differential treatment
6. Expectations of others
7. Alienating behavior
8. Fear of the unknown/anxiety
9. Student identity
10. Perceptions/attitudes/stereotyping
11. Power
12. Lowered morale
13. Avoidance
14. Nonstudent intrusion
15. Curriculum
16. Inadequacy of support system
17. Role behavior/expectations of self
18. Image of school in community
19. Decision-making process
20. Role of communication media
21. School physical environment
22. Institutional racism*
23. School and classroom rules, regulations, and procedures
24. Learning and teaching styles
25. Use of drugs and alcohol
26. Sexual involvement

*As defined in a U.S. District Court decision, institutional racism "exists when the standard operating procedures of an institution are prejudiced against, derogatory to, or unresponsive to the needs of a particular racial group. This is distinguished from personal racism, which exists within and does not become involved in the administration of an institution's normal operations." Expert testimony of Reuben McDaniel in *Hawkins* v. *Coleman*, 376 F. Supp., 1330 (1974).

Use of the matrix is illustrated by the following example: problem areas associated with interactions between students are displayed in Table 2 in Cell 1,1. Problem areas associated with student-teacher interactions are displayed on Table 2 in Cell 1,2. Although interactions involving more than two groups are possible, and in fact are quite likely, time constraints made consideration of these complex interactions impossible.

The matrix permitted committee members to list problems that were thought by them to be associated with particular groups. Thus, the committee was able to examine the sources of school-related problems (Table 1) and determine those group interactions where such problems were most likely to occur. The numbers in the cells in Table 2 reflect the numerical listing of problem sources in Table 1. For example, problems associated with "Individual differences/values" (Table 1, Number 2) were assumed by the committee to emerge between students (Cell 1,1) and the interactions of several other groups: students and teachers (Cell 1,2), teachers and teachers (Cell 2,2), teachers and parents (Cell 2,4), teachers and other school staff (Cell 2,6), and nine other interactions. The number of identified sources of problems within each cell of Table 2 ranged from a high of 22 (teacher-administrative staff interactions, Cell 2,3) to a low of 10 (community-other school staff interactions, Cell 5,6, and parent-other school staff interactions, Cell 4,6).

While all of the sources of school-related problems merit consideration, the committee decided to refine the lists associated with given interactions by prioritizing the top seven problem areas within each cell of the matrix (see Table 3). For example, the seven prioritized problem areas between teachers and students (Table 3, Cell 1,2) are:

2. Individual differences/values
4. Communication
5. Differential treatment
6. Expectations of others
10. Perceptions/attitudes/stereotyping
1. Authority and control
23. School and classroom rules, regulations, and procedures

The priorities for problem sources established by the committee reflect the members' collective experiences in and with schools. The committee recognized that individual schools may develop different priorities to meet their own needs. For purposes of the manual, however, the committee used the priorities in Table 3.

In analyzing the seven prioritized problem areas within each cell, the committee found four that recurred frequently:

2. Individual differences/values
4. Communication
6. Expectations of others
10. Perceptions/attitudes/stereotyping

Committee members agreed to pay special attention to these four in developing problem statements and strategies for the manual.

One final refinement in the problem identification process was necessary. Although the committee recognized that each cell of the matrix in Table 3 represented important interactions, it believed that certain interactions were more likely than others to be associated with a majority of such problems. As a consequence, the committee selected what it considered to be the 13 most important interactions from among the 21 possible interactions represented on Table 3:

A. Students
   1. Student—Student
   2. Student—Teacher
   3. Student—Administrative staff
   4. Student—Parents

B. Teachers
   1. Teacher—Administrative staff
   2. Teacher—Parents
   3. Teacher—Community
   4. Teacher—Other staff

C. Administrative staff
   1. Administrative staff—Parents
   2. Administrative staff—Community

D. Parents
   1. Parents—Parents
   2. Parents—Other school staff

E. Community
   1. Community—Community

The problems identified in this manual and the strategies suggested to alleviate them pertain to these 13 interactions.

Once the committee established the parameters of its task and prioritized the school problem areas within each cell, it generated a variety of problem statements to illustrate the ways in which the school-related problems might occur. The committee then developed strategies for solving, reducing, or eliminating those problems. The committee wished to point out that problem statements and the strategies suggested to address the problems are designed to be illustrative, not exhaustive.

Table 2

Matrix of School Site Problem Sources Associated with Interactions Between Various Groups

	Students (1)	Teachers(2)	Administrative Staff (3)	Parents (4)	Community* (5)	Other School Staff** (6)
Students (1)	(1, 1) 2, 4, 5, 7, 8, 9, 10, 11, 13, 14, 17, 19, 25, 26	(1, 2) 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 15, 17, 19, 23, 24, 25, 26	(1, 3) 1, 2, 3, 4, 5, 6, 8, 10, 13, 14, 19, 23, 25, 26	(1, 4) 1, 4, 5, 6, 8, 9, 13, 14, 16, 17, 25, 26	(1, 5) 5, 6, 8, 10, 14, 16, 18, 20, 23, 25, 26	(1, 6) 1, 2, 4, 5, 6, 8, 10, 13, 14, 17, 22, 23
Teachers (2)		(2, 2) 1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 15, 16, 17, 23, 24, 25, 26	(2, 3) 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 19, 23, 24, 25, 26	(2, 4) 1, 2, 4, 5, 6, 7, 8, 10, 11, 13, 15, 17, 18, 19, 23, 24	(2, 5) 1, 3, 4, 6, 8, 10, 11, 12, 13, 14, 17, 18, 20, 21, 25, 26	(2, 6) 1, 2, 3, 4, 5, 6, 7, 10, 13, 16, 17, 19, 24
Administrative Staff (3)			(3, 3) 1, 2, 3, 4, 6, 10, 12, 16, 17, 19, 23, 25, 26	(3, 4) 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 16, 17, 18, 19, 21, 23	(3, 5) 1, 2, 3, 4, 5, 6, 7, 10, 11, 13, 14, 17, 18, 20, 23, 25	(3, 6) 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 14, 16, 17, 18, 19, 21, 23, 25, 26
Parents (4)				(4, 4) 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 18	(4, 5) 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 16, 18, 20, 21, 25, 26	(4, 6) 2, 4, 5, 6, 7, 10, 11, 13, 17, 18
Community* (5)					(5, 5) 1, 2, 3, 4, 6, 10, 11, 14, 17, 18, 20, 25, 26	(5, 6) 5, 7, 8, 10, 13, 17, 18, 20, 21, 23
Other School Staff (6)**						(6, 6) 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 17, 19, 23, 25, 26

NOTE: The numbers within cells refer to the numbered problem sources listed in Table 1. Read within each cell from left to right.

*Including social, health, and law enforcement agencies.
**Noncertificated.

Table 3

Matrix of Prioritized School Site Problem Sources Associated with Interactions Between Various Groups

	Students (1)	Teachers(2)	Administrative Staff (3)	Parents (4)	Community* (5)	Other School Staff** (6)
Students (1)	(1, 1) 2, 4, 5, 9, 11, 10, 25	(1, 2) 2, 4, 5, 6, 10, 1, 23	(1, 3) 5, 10, 4, 25, 1, 23, 2	(1, 4) 1, 4, 6, 16, 28, 8, 5	(1, 5) 10, 5, 18, 20, 16, 6, 8	(1, 6) 23, 4, 10, 2, 1, 6
Teachers (2)		(2, 2) 4, 2, 10, 12, 16, 6, 23	(2, 3) 4, 6, 12, 19, 10, 11, 16	(2, 4) 5, 23, 6, 2, 10, 24	(2, 5) 10, 18, 4, 6, 20, 17, 23	(2, 6) 4, 2, 6, 10, 5, 1, 19
Administrative Staff (3)			(3, 3) 4, 6, 17, 23, 10, 2, 19	(3, 4) 10, 4, 2, 23, 18, 6, 19	(3, 5) 10, 18, 4, 2, 23, 6, 21	(3, 6) 4, 2, 10, 23, 6, 5, 1
Parents (4)				(4, 4) 2, 4, 10, 13, 16, 5, 6	(4, 5) 18, 2, 4, 10, 6, 7, 11	(4, 6) 4, 6, 10, 2, 5, 18, 1
Community* (5)					(5, 5) 4, 16, 18, 10, 2, 11, 20	(5, 6) 10, 18, 23, 21, 6, 20
Other School Staff** (6)						(6, 6) 4, 10, 2, 5, 12, 19, 6

NOTE: The numbers within cells refer to the numbered problem sources listed in Table 1. Read within each cell from left to right.

*Including social, health, and law enforcement agencies.

**Noncertificated.

Chapter III. How to Use This Manual

The problem areas as prioritized in Table 3 form the basis for specific problems that occur between groups. The committee compiled samples of those specific problems for each general area. The committee also developed suggested strategies for eliminating or reducing each problem. The statements of sample problems and the strategies are presented in Chapter IV.

The problem areas, problem statements, and strategies are presented for each group in the following order: students, teachers, administrative staff, parent, and community. Each section is preceded by a brief introduction. It should be remembered that these problem-solving strategies are not the only ones available but that they have proven to be effective techniques for eliminating or reducing the stated problem.

The complete set of identified problems in a given section may not be applicable to a particular school. Therefore, it is recommended that there be a School Human Environment Assessment Group (SHEAG) composed of administrative staff, teachers, other school site staff, students, parents, and community members at each school to identify and prioritize key school-related problem areas.

As an example of how this manual might be used, assume that the SHEAG has determined that the most serious area of problems is that between students and teachers. On page 13 the left-hand column lists four prioritized problem areas: individual differences/values, communication, expectations of others, and perceptions/attitudes/stereotyping. The next column, "Problems," indicates the *general nature of the problems* generated between students and teachers within those areas:

1. Students often feel that teachers do not care about them personally and do not care if they learn or succeed in school. Students often feel that teachers are not interested in them and are just doing a job.
   Teachers often feel that students are unmotivated, are in school only because they have to be and are not interested in knowing or respecting them as persons. How can these feelings be changed?

The next column, "Strategies," includes ways of dealing with such problems. The strategies are numbered to correspond to the problem. One strategy (1.1) for dealing with problem number 1 is the following:

> Develop and implement intensive human relations training experiences for teachers and students, focusing on communication skills, the appreciation of differences, and interpersonal/group processes and dynamics.

Other strategies (1.2, 1.3, 1.4) follow.

These strategies are intended to be implemented by a skilled, knowledgeable individual or group selected from the school community, the district office, or consultants outside the school district. They are presented in broad terms to permit implementers to devise specific presentations consistent with their skills and group needs.

The problems and strategies in the manual are not intended to be sequential. Each school should establish a sequence of procedures on the basis of its identified, prioritized problems.

The manner in which problems, problem areas, and strategies are presented in this manual may help school personnel define, systematize, and implement strategies for handling additional problem areas in their schools. Opportunities to engage in problem-solving activities must be available to school and community groups for the effects of this manual to be noted. It is important that sufficient and different members of school and community groups participate in problem solving to provide new perspectives, focus, and motivation. Group membership will vary with the severity of the problems to be addressed.

Schools may wish to work with more than one key problem area at a time. This should be done only if school resources will permit the systematic, continuing participation of target groups in sufficient numbers.

Chapter IV. School-Related Problems and Strategies

Student-Student Problems

Learners bring with them to school the prejudices, biases, and hostilities found in their families and neighborhoods. Because of the negative aspect of this out-of-school exposure (antihumanitarian feelings and behaviors), schools are often faced with a variety of student-student problems: (1) prejudicial attitudes and behaviors; (2) conflicts related to value differences; (3) power struggles involving extracurricular activities; (4) problems of interpersonal and intergroup communication; (5) claims of prejudicial and differential treatment; and (6) overt intergroup hostility and violence.

Chart 1

Student-Student Problems and Solution Strategies

Problem areas*	Problems	Strategies
6. Expectations of others 5. Differential treatment 4. Communication 10. Perceptions/attitudes/ stereotyping 11. Power 9. Student identity	1. How can minority group students coming to a newly desegregated school be helped to overcome feelings and expectations that they will be rejected by members of the dominant social group?	1.1 Schools should establish a social service curriculum which would involve integrated groups of students who would engage in some socially important task. For example, a group could decide to plant and maintain a garden for a group of senior citizens. 1.2 Individual teachers should set examples of interethnic interaction by having lunch with multiethnic groups of students. 1.3 Use cross-ethnic peer tutoring in academic settings. 1.4 On a rotating basis, devote a portion of a class period each week to student discussions of problems of an interpersonal or intergroup nature. 1.5 Present as a model to students a staff which displays or models ideal interpersonal relation skills and one which is truly desegregated at all levels of authority. 1.6 Artifacts and items used to decorate classrooms should reflect an awareness of and acceptance of interethnic contact and interdependence.
6. Expectations of others 2. Individual differences/ values 10. Perceptions/attitudes/ stereotyping 9. Student identity 4. Communication	2. What can be done to help white students who often anticipate hostile, aggressive, and threatening behaviors from members of ethnic minorities and who react by isolating themselves from such students or by engaging in overt opposition to their presence?	2.1 See above, 1.1 to 1.6. 2.2 Personal counseling by trained counselors, school psychologist, or school social workers should be provided for those students evidencing this problem. 2.3 Place curricular emphasis whenever possible and applicable on democratic and humanitarian values and behaviors. 2.4 As student behaviors often reflect parental concerns and attitudes, parent meetings involving concerned parents from all ethnic groups should be held to discuss ways of helping their children deal with intergroup relations problems.

*See Table 1, page 2, for a complete list of the school-related problems identified by the ad hoc committee.

Chart 1 – Continued

Problem areas	Problems	Strategies
2. Individual differences/ values 6. Expectations of others 10. Perceptions/attitudes/ stereotyping 9. Student identity 4. Communication	3. What can be done when differences in musical tastes and other personal preferences (e.g., content of school assemblies and plays) produce tension and conflict among youth?	3.1 Use a student advisory group regarding the selection of music for school events and the content of other school events. Such a group would be charged with seeing to it that musical style, taste, and program content reflect the preferences of all groups in the school.
2. Individual differences/ values 6. Expectations of others 4. Communication 10. Perceptions/attitudes/ stereotyping	4. How can students be helped to become more understanding, tolerant, and accepting of differences in interpersonal relations styles which may exist between ethnic groups (e.g., in the lower grades styles of play often lead to misinterpretations of intent)? Rougher styles of play are sometimes seen as aggression.	4.1 See 2.4 above. 4.2 The entire school curriculum should devote attention to individual differences and similarities in life styles. Acceptance of individual and group differences should be emphasized.
5. Differential treatment 6. Expectations of others 4. Communication	5. What can be done when communication among divergent groups of students is further inhibited by school practices such as ability grouping, bus schedules, and school regulations which operate to the detriment of lower academic achievers?	5.1 Every school should have a staff-student group charged with the responsibility of discovering and analyzing practices which seem to inhibit intergroup communication and interaction. The group would be expected to come up with suggested approaches to the problems identified.
5. Differential treatment 6. Expectations of others 4. Communication	6. What should be done when illegal, extra-school clubs of an exclusive nature are found to be operating in a school?	6.1 District policy should be in existence regarding such activities. The staff should be apprised of the need to identify such groups and take necessary action to see that they do not operate in the school. If policies do not exist, it is essential in a school undergoing the process of desegregation that such be developed.

Chart 1 – Continued

Problem areas	Problems	Strategies
5. Differential treatment 6. Expectations of others 11. Power 9. Student identity 4. Communication	7. What can be done when white students withdraw from competing in athletics with students from minority groups with the consequence that school morale and identification suffer?	7.1 Coaches should make a major effort to encourage students from groups that are not participating in competitive inter-school sports to come out and participate in such activities. An intramural program could be developed to involve the less talented students in the school. 7.2 A sports program stressing sports which would have applicability for the adult years should be initiated. Sports such as sailing, hiking, or mountaineering might be emphasized. Ideally, students should be involved in the planning and implementation of such a program.
11. Power 6. Expectations of others 5. Differential treatment 9. Student identity 4. Communication	8. What can be done when students from ethnic minority groups feel that the dominant social group has all of the power in the school and refuse to try to participate in the life of the school? For example, in some instances students refuse to run for school offices because they feel that success is impossible.	8.1 The staff should see to it that no practices exist which tend to exclude minority group students from full participation in the life of the school. 8.2 Staff members should actively encourage minority youth to participate in the extra-classroom life of the school. 8.3 Create positions and roles in the school which would enlarge the participation options open to students. Advisory groups to the staff and faculty could be one vehicle for recommending such options. 8.4 Develop a governance structure that insures the representation of all significant groups in the school's population (significant in terms of number).

Chart 1 – Continued

Problem areas	Problems	Strategies
9. Student identity 10. Perceptions/attitudes/stereotyping 2. Individual differences/values 5. Differential treatment	9. What can be done to help ethnic minority group students develop positive identities in a newly desegregated situation where numerous factors might be operating to distort self-concepts and to reduce levels of self-esteem?	9.1 Recruit from the host community of such students interested, attractive role models who, themselves, have had to survive in similar situations. Such persons might meet in small group sessions or individually with the youth. A school should recruit such persons for this important counseling relationship. Role models or community counselors of the type described would be expected to work with the students over a period of time. 9.2 Teachers in classrooms should seek to provide valid success-achieving opportunities for youth undergoing such an identity crisis. 9.3 See 1.5 above.
25. Use of drugs 2. Individual differences/values 10. Perceptions/attitudes/stereotyping	10. What can be done in situations where drug abuse is a major problem in the sense that some students are excessive users of such substances and actively seek to involve nonusers?	10.1 Clear-cut district policies should exist regarding drug abuse among students. All staff should be fully aware of such policies. The students and their parents should also be fully apprised of such policies. 10.2 A sound drug abuse program should be found which devotes attention to the problem at each grade level. 10.3 Staff should be aware of agencies and related programs which can be used in efforts to help youth with drug abuse problems. 10.4 The staff must be aware at all times of the magnitude of the problem. They must be aware of and oppose efforts by any drug using group to pressure or threaten those who are seeking to avoid involvement.

Student-Teacher Problems

Satisfying, productive teacher-student relationships are central to the learning process. Teachers and students must perceive that they are mutually regarded and respected for school to be an environment in which teachers and students want to be and where education can take place. Acts of violence, student drop-out rates, teachers' leaving the profession, suspensions, feelings of alienation, anxiety, and general dissatisfaction all indicate a disintegration of this primary relationship.

Chart 2

Student-Teacher Problems and Solution Strategies

Problem areas	Problems	Strategies
2. Individual differences/ values 4. Communication 6. Expectations of others 10. Perceptions/attitudes/ stereotyping	1. Students often feel that teachers do not care about them personally and do not care if they learn or succeed in school. Students often feel that teachers are not interested in them and are just doing a job. Teachers often feel that students are unmotivated, are in school only because they have to be, and are not interested in knowing or respecting them as persons. How can these feelings be changed?	1.1 Develop and implement intensive human relations training experiences for teachers and students, focusing on communication skills, the appreciation of differences, and interpersonal/group processes and dynamics. 1.2 Develop and implement ongoing teacher-student training sessions and information sessions with objectives similar to those in 1.1. Focus specifically on problem-solving techniques based on group-identified problems. 1.3 Develop activities and experiences to increase and encourage informal teacher-student interactions, both inside and outside of school. 1.4 Develop, within the school structure and schedule, the context for encouraging productive student-teacher relationships (i.e., policies and procedures).
2. Individual differences/ values 4. Communication 6. Expectations of others 10. Perceptions/attitudes/ stereotyping	2. Students and teachers often make assumptions, which they then act on, about the other groups' attitudes, values, likes and dislikes, behavior, and so forth with insufficient or inaccurate information. How can these assumptions be changed?	2.1 Develop in-service education programs for teachers which focus on individual differences, values clarification, and information dissemination as it relates to cultural pluralism and diversity. 2.2 See strategies 1.1, 1.2, and 1.4. 2.3 Create opportunities for role reversals.
2. Individual differences/ values 4. Communication 5. Differential treatment 6. Expectations of others 10. Perceptions/attitudes/ stereotyping	3. Students from different ethnic or racial groups often perceive that teachers (1) do not understand them; (2) do not like them; (3) treat them differently; (4) judge them negatively; and (5) avoid them or single them out for negative attention. How can the individuals and situations which led to these perceptions be changed? How can these perceptions be modified?	3.1 See all of the above strategies, with special emphasis on strategy 2.1 and strategy 1.1.

Chart 2 – Continued

Problem areas	Problems	Strategies
2. Individual differences/ values 4. Communication 6. Expectations of others 10. Perceptions/attitudes/ stereotyping	4. Teachers and students feel unable or unwilling to change the negative dynamics of their relationships or feel that the situation is unchangeable. These feelings lead to increased avoidance and alienation, which in turn confirm the belief that "nothing can be done." How can these feelings be changed?	4.1 Identify an interested group of teachers and students to work on the problem directly and indirectly and to generate solutions. 4.2 See strategies 1.1, 1.2, 1.3, and 1.4.
2. Individual differences/ values 4. Communication 6. Expectations of others 10. Perceptions/attitudes/ stereotyping	5. Teachers and students often perceive each other in an adversary role in relationships characterized by fear and anxiety. To the student, the teacher can be seen as a parent, an adult authority figure, "the enemy." To the teacher, the student can seem immature, even dangerous, "a threat." Underlying these perceptions are issues related to personal control, authority, and trust. How can these feelings and perceptions be changed?	5.1 See strategies 1.1, 1.2, 1.3, 1.4, 2.1, and 2.3 above.
2. Individual differences/ values 4. Communication 10. Perceptions/attitudes/ stereotyping	6. Students and teachers often respond to conflict by (1) ignoring or escaping from it; (2) overreacting to it; (3) escalating it; or (4) suppressing it. How can students and teachers learn alternative ways to respond to conflict?	6.1 Provide teachers and students with training in understanding constructive uses of conflict and in alternative methods for dealing with it. 6.2 Train a cadre of teachers and students to mediate conflicts between other teachers and students as well as to develop preventive methods for increasing optimally satisfying relationships. 6.3 See strategies 1.1, 1.2, 1.4, and 2.3 above.

Chart 2 – Continued

Problem areas	Problems	Strategies
1. Authority and control 2. Individual differences/ values 4. Communication 6. Expectations of others 10. Perceptions/attitudes/ stereotyping 23. School and class rules, regulations, and procedures	7. Students feel that many teachers make all of the decisions about what will be learned, when it will be learned, and how it will be learned. Students feel that many teachers use arbitrary or discriminatory practices in determining and enforcing classroom procedures and rules. Thus, they often feel powerless to affect any of the above or to participate in any classroom decisions that affect them. How can the situations which lead to these feelings be changed?	7.1 Develop teacher-student curriculum committees. 7.2 Develop mechanisms/procedures to open channels of communication in the classroom, to include both formal and informal feedback processes to both teachers and students on their behavior and how it is interpreted. 7.3 Train teachers in alternative methods/styles of obtaining and using student input in the learning process. 7.4 Provide staff assistance (and time) to teachers and students as they experiment with developing and implementing alternative methods of teaching and learning. 7.5 Assist students in communicating constructively these perceptions to teachers and in developing alternative proposals to share with their teachers.
2. Individual differences/ values 4. Communication 6. Expectations of others 10. Perceptions/attitudes/ stereotyping 23. School and classroom rules, regulations, procedures	8. Students often perceive teachers' methods of academic, behavioral, or attitudinal evaluation as unfair or as unclear. How can these perceptions and the situations which lead to them be modified?	8.1 Develop workshops to assist teachers in clarifying their evaluation criteria, in applying them consistently, and in developing explicit means for communicating them. 8.2 See strategies 7.2 and 7.5 above.

Student-Administrator Problems

Administrators, as symbols of authority in the school, can often find themselves in conflict with their student clients and the students' parents. These conflicts can involve a variety of problem areas among which might be (1) interpersonal and intergroup relations; (2) matters involving control and authority; (3) the curricular program; (4) the social climate and environment of the school; and (5) the unique needs of certain groups of students.

Administrators in urban, multiethnic schools play a vital role, in that they can set the tone for the institution. The extent to which the school is successful in educating its charges is highly related to the quality of insight and leadership evidenced by administrators.

Chart 3

Student-Administrator Problems and Solution Strategies

Problem areas	Problems	Strategies
2. Individual differences/ values 4. Communication 10. Perceptions/attitudes/ stereotyping 6. Expectations of others 9. Student identity	1. How can administrators improve their abilities to relate to students and adult members of ethnic minority groups? As an example, some administrators make the mistake of being overly friendly or close in their relations with certain groups in an attempt to prove that they are not prejudiced and that they are "straight." They are not aware of the role expectations that others have for them and often violate these expectations.	1.1 Interpersonal and intergroup relations training with a multicultural emphasis is suggested. 1.2 Increased personal contact with members of ethnic minority groups can be educative. This could be an outcome of a district-mandated community involvement program for administrators. 1.3 An administrator should select a group of students representative of varying ethnic groups in the school who would serve as an advisory group in intergroup relations. This group could also serve as a problem-solving group when problems in the area of human relations arise in the school.
2. Individual differences/ values 4. Communication 10. Perceptions/attitudes/ stereotyping 6. Expectations of others 9. Student identity	2. How can administrators become aware of uses of language which are disliked by members of ethnic minority groups and which inhibit interpersonal interactions? Examples of such language usages include "you people," "your folks," "boy," "gal," and so forth.	2.1 See 1.1, 1.2, and 1.3 above.
1. Authority and control 23. School and classroom rules, regulations, and procedures 10. Perceptions/attitudes/ stereotyping 2. Individual differences/ values 4. Communication	3. How can administrators better deal with students' hostile feelings which have their origins in the community? Such feelings might relate to school regulations and practices such as suspensions and promotion practices.	3.1 See 1.3 above. 3.2 Meetings with parent-student groups to discuss problems which trigger negative feelings and behaviors. All such meetings should not be held at the school; community-based meetings may prove to be of greater value.

Chart 3 – Continued

Problem areas	Problems	Strategies
2. Individual differences/ values 10. Perceptions/attitudes/ stereotyping 4. Communication 23. School and classroom rules, regulations, and procedures 1. Authority and control	4. How can administrators become more informed about the personal styles and preferences of students in the school representative of divergent ethnic and social class groups? Problems can arise when administrators are not knowledgeable about the underlying reasons for, or the significance of, certain practices in the lives of certain people. Initial reactions by some educators to natural hairstyles among Blacks is an example. Even now, some social institutions seem to control this form of personal grooming.	4.1 See 1.1, 1.2, and 1.3 above.
10. Perceptions/attitudes/ stereotyping 5. Differential treatmen 2. Individual differences/ values	5. How can administrators create a school environment which offers greater chances for personal recognition and success for a larger number of students? School too often operates in such a way that the chances to experience feelings of success and to receive recognition are limited to a small group of students. This can be a major problem in a multiethnic situation if success and recognition are experienced in different degrees by different groups of students.	5.1 Ways should be found to reward or recognize students for achievements in a variety of activities. Recognition beyond academic achievement should be accorded. 5.2 A student-staff committee might be formed to address this question. 5.3 See 1.3 above.
4. Communication 5. Differential treatment 2. Individual differences/ values	6. How can an administrator avoid conflict over the failure to recognize persons and dates important in the lives of the different groups comprising the school's population?	6.1 See 1.1. 6.2 An advisory group composed of students, staff, and representatives from the ethnic groups involved could develop an official school calendar regarding such persons and events. Further, they could serve as a resource group for teachers desiring to make curricular modifications or supplementations.

Chart 3 – Continued

Problem areas	Problems	Strategies
5. Differential treatment 6. Expectations of others 2. Individual differences/ values 10. Perceptions/attitudes/ stereotyping	7. How can administrators overcome biases which reflect themselves in different expectations for students in various ethnic and socioeconomic status groups? Differing expectations might relate to (1) academic achievement; (2) intellectual potential; (3) social behavior; and (4) morals. Perceived and unfounded beliefs can lead administrators to allow, for example, behaviors which should not be tolerated because of their negative impact on the learning environment.	7.1 See 1.1. 7.2 The district should require community involvement for all administrators. 7.3 See 3.2 above.
1. Authority and control 23. School and classroom rules, regulations, and procedures 10. Perceptions/attitudes/ stereotyping 5. Differential treatment 2. Individual differences/ values 4. Communication	8. How can administrators deal with accusations of biased treatment and prejudice?	8.1 An open-door policy for all students should be maintained. Administrators should be available at specific times to discuss problems of students in these areas. 8.2 Administrators should develop clear, valid, and just procedures regarding students' rights and school rules and regulations. 8.3 See 1.3 above. 8.4 Parents and community leaders should be involved in a problem-solving process with the students when anti-administration feelings and behaviors are found to exist.

Student-Parent Problems

The feeling of isolation and the demand of day-to-day work frequently leave parents without adequate opportunity to meet other parents to discuss being an effective parent.

As children develop, they pass through a system of caretakers—primary (parents/family); secondary (immediate community, school); and tertiary (more distant social agencies and society-at-large). Little formal training is provided for these caretakers on the developmental needs of children. Generally, most parenting is learned "on the job," reenacted from the parent's own experience as a child or learned by word-of-mouth from his or her peers. Schools may provide supportive services to such parents, not only as a community service but also to facilitate realistically the movement and enhancement of children through school. The most frequently expressed concerns of parents appear to cluster around their expectations, perceptions, attitudes, communication, and coping strategies for handling individual differences between them and their children.

Chart 4

Student-Parent Problems and Solution Strategies

Problem areas	Problems	Strategies
4. Communication 6. Expectations of others 2. Individual differences/ values 8. Fear of unknown/anxiety	1. How can parents be assisted in acquiring knowledge of the normal developmental needs and behaviors of children (parental anxieties, fears, and customs of child rearing)?	1.1 Didactic and experiential ongoing workshops for parents can be presented in modules by pediatricians, nutritionists, psychologists, and student personnel workers dealing specifically with: a. Neuro-physiological development of children b. Nutritional correlates of development c. Practical psychological development d. Styles of relating to others, current peer influences, school/social needs
1. Authority and control 16. Inadequacy of support systems 4. Communication 6. Expectations of others	2. How can parents be assisted in increasing their coping skills in working with their children (setting limits, support, authority, and the like)?	2.1 Establish informal parent discussion groups which would explore patterns of child/adult life-styles, behavioral goals, and communication methods. Provide parents with strategies to increase their effectiveness.
2. Individual differences/ values 5. Differential treatment 6. Expectations of others 4. Communication	3. How can parents be assisted in exploring their own personal needs?	3.1 Consult with parents. The services described in 2.1 and 3.1 could be provided by trained teachers, social workers, counselors, and parents.
25. Use of drugs	4. How can parents be assisted to understand and help their children who are engaged in drug use and abuse?	4.1 Provide information to parents and school personnel regarding the physiological and psychological implications of drug use and abuse (e.g., lectures, discussion, filmstrips, audiotape interviews of users and abusers). 4.2 Develop skills for helping youth who abuse drugs (e.g., alternate paths to increased self-esteem, academic tutoring, and social and vocational success). 4.3 Help parents through simulation, role playing, and immediate feed-back techniques in how to communicate and help children with drug-related problems.

Teacher-Administrative Staff Problems

Teachers and administrators are charged with the implementation of the mission of the school: education of youth. While the two groups share a common goal, they often perceive the other as an adversary and as working at crosspurposes. To function effectively, teachers and administrators must develop relationships and strategies that are mutually supportive and consistent with the goal of delivering the highest quality of education to students.

Chart 5

Teacher-Administrative Staff Problems and Solution Strategies

Problem areas	Problems	Strategies
10. Perceptions/attitudes/ stereotyping 4. Communication 6. Expectations of others 2. Individual differences/ values 12. Lowered morale 16. Inadequacy of support systems	1. Teachers often perceive that administrators do not (1) respect what teachers are doing; (2) know or understand what teachers are doing; (3) provide support for teachers personally or professionally; and (4) view teachers as responsible professionals. Administrators can share the same perceptions, as outlined above, with respect to teachers. Lowered morale and general feelings of dissatisfaction often result from these perceptions; in such cases neither group feels understood, much less supported. How can these perceptions and feelings be changed?	1.1 Design and implement training programs that have as their objective the intention of improving communication and interpersonal dynamics. 1.2 Implement task-oriented, ongoing groups of teachers and administrators to work on problems of mutual concern, such as the image of the school, school conflict and violence, and the development of a supportive relationship between administrators and teachers. 1.3 Design ways for the two groups to experience the pressures, pleasures, and challenges of the other (i.e., administrators in class and teachers in administration).
2. Individual differences/ values 4. Communication 6. Expectations of others 10. Perceptions/attitudes/ stereotyping 11. Power 16. Inadequacy of support systems 1. Authority and control	2. Administrators and teachers view themselves as polarized and in an adversary relationship, as a function of their differing jobs, responsibilities, and roles. The underlying issue of power and control is often addressed directly, leading to further "them vs. us" situations and thus making it more difficult for a mutually satisfactory support system to develop. How can this situation be changed?	2.1 See strategies 1.1, 1.2, and 1.3.
4. Communication 10. Perceptions/attitudes/ stereotyping	3. Physical as well as psychological separation decreases opportunities for discussion, debate, information exchange, and mutual understanding. How can this situation be changed?	3.1 Develop strategies for increasing teacher-administrator informal interactions and exchanges. 3.2 Reallocate office space to intersperse the two groups.

Chart 5 – Continued

Problem areas	Problems	Strategies
4. Communication	4. Information channels between teachers and administrators are absent, inadequate, selective, or ineffectively used. How can these information channels be established and how can they function effectively?	4.1 Develop and implement clearly stated procedures for information sharing, including making optimal use of informal systems. 4.2 Designate a teacher to serve as a formal liaison between other teachers and administrators.
4. Communication 6. Expectations of others 10. Perceptions/attitudes/ stereotyping 12. Lowered morale 19. Decision making process	5. Teachers feel they are not always consulted in decisions which affect them personally and professionally; they often feel manipulated and abused when (1) asked to assume new responsibilities; (2) asked to assume new roles; and (3) asked to change. Actual decision-making processes are either not known or are unsatisfactory. How can these feelings and the situations which lead to them be changed?	5.1 Delineate domains of authority for decision making. 5.2 Develop procedures for involving teachers in the decision-making process at all phases. 5.3 Develop effective grievance procedures.

Teacher-Parent Problems

The media have informed the general public (by means of test scores and personal testimonies) of the poor job many schools are doing in teaching language, quantitative skills, and citizenship and in providing a safe atmosphere for learning. Professional publications have likewise consistently remarked on the negative learning and adjustment behavior youths bring to school from home and community. Teachers have moved to protect themselves; so have parents, administrators, and students. In this atmosphere, antagonism frequently takes precedence over negotiation and conciliation.

Many school and community leaders have attempted to develop a positive liaison between parents, school, and community only to find in many instances meager responses from these groups. If these meager responses which foster feelings of hopelessness are to be eliminated, parent and teacher communication must be facilitated in settings of positive action instead of reaction.

Chart 6

Teacher-Parent Problems and Solution Strategies

Problem areas	Problems	Strategies
2. Individual differences/ values 4. Communication	1. How can an increased awareness of the process of communication as it is reflected in the needs of parents in crisis, familial and cultural styles, and patterns of reinforcement be developed?	1.1 Train teaching and administrative staff to consult with parents and to conduct parent conferences. This training should be taught in formal courses and experiential (supervised) practicum. School personnel such as counselors, school psychologists, and social workers as well as master teachers can be of assistance in supervising these practicums.
6. Expectations of others 10. Perceptions/attitudes/ stereotyping 2. Individual differences/ values 4. Communication	2. Faulty perceptions and unclear expectations often exist on the part of teachers and parents regarding their roles in the educational process. What can be done to clarify role perceptions?	2.1 Bring parents and teachers together for social as well as academic concerns (some suggestions: potluck dinners, speakers forums, outings, joint project supervision, and the like). Ask parents to participate in career workshops. They could come to classrooms to discuss their jobs. For example, things about their jobs they like and dislike and how they got into their type of work. (This would obviously have the further effect of providing youth with career information, role models, and knowledge of the world of work.)
5. Differential treatment	3. How can differential and stereotypical treatment of students be reduced?	3.1 Review regularly each teacher's referrals for discipline or special assistance. This review should be conducted to determine the pattern of behaviors and types of students which particular teachers need assistance with. 3.2 Have parents and students fill out a questionnaire (immediate feedback) after each personal contact with school personnel regarding the quality of the personal contact (e.g., reception by office personnel, quality of parent-teacher conference meetings with counselors, social workers, and psychologists). 3.3 Use student evaluations of teachers regarding their teaching effectiveness. 3.4 Implement total school faculty peer evaluations. 3.5 Use administrative review of these evaluations as the basis and content of staff development in-service training.

Chart 6 – Continued

Problem areas	Problems	Strategies
5. Differential treatment 23. School and classroom rules, regulations, and procedures	4. What might be done to reduce poor articulation of school regulations and procedures which frequently lead to feelings of confusion, unfair treatment, and chaos.	4.1 Develop and distribute to parents and students a printed, clear, and concise student handbook regarding school procedures. 4.2 Create a student grievance committee to hear student complaints. 4.3 School regulations should be sent home to parents, passed out to community groups, and discussed at school open house meetings and in designated classes. Parents and students should be active participants in the development of codes of student/faculty conduct not covered by districtwide policies.
24. Learning and teaching styles 2. Individual differences/values	5. How might awareness be developed concerning individual differences in learning and teacher styles?	5.1 Facilitate cross-cultural/economic awareness of predispositions to different learning styles (visual, auditory, kinesthetic, and so forth). 5.2 Emphasize intra-cultural sensitivities and awareness of cognitive preferences, methods of presentation, and appropriate materials. 5.3 Have learning specialists from different ethnic/economic groups present workshops on teaching methods.

Teacher-Community Problems

Teachers are sometimes perceived by community members as not being concerned about the community in which the school is located. They are viewed as individuals who simply come into the school for the financial rewards and little else. Community members are often viewed by teachers as instigators of trouble and as disinterested individuals. These differences in perceptions, attitudes, and values inhibit successful teacher-community relations, and conflict is perpetuated.

Chart 7

Teacher-Community Problems and Solution Strategies

Problem areas	Problems	Strategies
10. Perceptions/attitudes/ stereotypes 18. Image of school in community 6. Role of communication media	1. Community members and groups feel that teachers are not performing their jobs as effectively as they should. They place much of the blame for the low academic performance of many students on the inability and lack of commitment of some teachers. How can these views be changed?	1.1 Form educational issues discussion groups for teachers and community members. Discussions should focus on mutual ways of getting at such problems as low test scores. 1.2 Provide the communication media with balanced information about the strengths and weaknesses of the school. Emphasis might be placed on the academic accomplishments of students, with recognition also given to their teachers. 1.3 Develop a teacher and community member/group profile for publication each month in the school or local newspaper.
10. Perceptions/attitudes/ stereotypes 6. Expectations 19. Decision-making process	2. Teachers often view community groups (particularly those who are poor) as being unqualified to make decisions concerning school matters. How can teachers become aware of the talent to be found in community groups?	2.1 Specific constructive ways of involving community groups in school activities should be developed by a committee of faculty, staff, and community members. 2.2 Survey local community groups to ascertain their purposes and interests. Such groups might then be invited to share their thinking and experiences with teachers. 2.3 Encourage teachers to use community resources in career education.
3. Sharing information 4. Communication 13. Avoidance 7. Alienating behavior	3. How can communication and social interactions be facilitated between teachers and community groups?	3.1 Arrange for teachers to attend informal community activities. 3.2 Invite community groups to attend school musicals, athletic events, forums, and so forth. 3.3 Develop school-community advisory councils to discuss and make recommendations concerning selected school policies and practices; e.g., open campus vs. closed campus.

Teacher-Other Staff Problems

Good relationships between teachers and noncertificated school staff, such as paraprofessionals and instructional aides, are important in creating classroom and school environments that are conducive to learning. Conflicts that emerge because of poor communication, lack of respect, unclear lines of authority, and differences in values interfere with the creation of classroom environments that are supportive and student-centered.

Chart 8

Teacher-Other Staff Problems and Solution Strategies

Problem areas	Problems	Strategies
1. Authority and control 2. Individual differences/ values 4. Communication 5. Differential treatment 6. Expectations of others	1. The paraprofessional or instructional aide in a classroom is frequently viewed by the teacher as a subordinate who should function simply as the teacher wishes. The paraprofessional on the other hand may perceive his/her role as a team member who ought to be consulted in developing classroom policies and plans. How can these differences be resolved?	1.1 Develop clear policies at the school district level in regard to the role of aides and paraprofessionals at the school site. 1.2 Conduct workshops for teachers and paraprofessionals on goal setting and team functioning.
2. Individual differences/ values 4. Communication 5. Differential treatment 10. Perceptions/attitudes/ stereotyping	2. Because of differences in ethnicity and formal educational background, teachers and noncertificated school personnel often display verbal and nonverbal messages of disrespect. How can these barriers be overcome?	2.1 Conduct small group workshops and individual sessions on the nature of prejudice, overt and covert prejudicial behaviors, and stereotyping. 2.2 Provide opportunities for informal relationships to develop through discussion groups, problem solving, and social affairs.
1. Authority and control 4. Communication 6. Expectations of others	3. Paraprofessionals, instructional aides, secretaries, and custodians must be evaluated. Secretaries usually are evaluated by administrators; custodians, by head custodians and administrators. However, paraprofessionals and instructional aides work more closely with teachers. Should they be evaluated by teachers, site administrators, or central office personnel?	3.1 Develop school district policies and procedures with the involvement of representatives of teachers and noncertificated personnel.
2. Individual differences/ values 4. Communication 6. Expectations of others 10. Perceptions/attitudes/ stereotyping	4. Conflict between paraprofessionals and teachers is generated when there is a feeling by each group that the other is more interested in salary than in the students with whom they work. What can be done to eliminate this source of conflict?	4.1 Hold small group goal-setting and values clarification meetings with teachers and paraprofessionals. 4.2 Involve teachers (and administrators) in community and extended school affairs within the immediate neighborhood of the school.

Chart 8 – Continued

Problem areas	Problems	Strategies
4. Communcation 5. Differential treatment 6. Expectations of others 10. Perceptions/attitudes/ stereotyping	5. Although paraprofessionals work daily within the school setting, normal school communication channels, such as faculty bulletins and departmental and school faculty meetings used for teachers, are sometimes not used for them. As a result, paraprofessionals must depend on secondary sources for information about school activities and policies. This type oversight frequently fosters feelings of alienation. On another level, persistent rumors about either teachers or paraprofessionals impede respect between them. What can be done to facilitate effective communication for paraprofessionals in the school setting?	5.1 Develop channels for regular communication with paraprofessionals at the school site. 5.2 Conduct workshop sessions on the importance of information sharing and communication. 5.3 Develop workshops on the effect of rumors and the ways to minimize them.
1. Authority and control 6. Expectations of others	6. Teachers are frequently assigned the responsibility of supervising paraprofessionals with whom they work. Because of the day-to-day working arrangements that exist between, say, an instructional aide and the teacher, supervision is often nonexistent or performed at a minimum level. What can be done to improve the teacher supervision of paraprofessionals?	6.1 Develop teacher competency in clinical supervision through staff development. 6.2 Develop clear policies regarding the purpose of paraprofessional supervision and the responsibility for supervision.

Administrative Staff-Parent Problems

The relationship between school administrators and parents is important in determining the support the school receives in the community. The school's image is also shaped by the quality of interaction between administrators and parents. Healthy, productive relationships, which are crucial to the school success, are minimized when problems between school site administrators and parents arise because of differences in values, communication, expectations, school rules and regulations, and decision making. As a consequence, feelings of hostility and alienation are generated and affect the attitudes of students and teachers alike. Students hold the same negative views toward the schools that their parents hold, and effective teaching and learning are reduced.

Chart 9

Administrative Staff-Parent Problems and Solution Strategies

Problem areas	Problems	Strategies
2. Individual differences/values 4. Communication 6. Expectations of others 10. Perceptions/attitudes/stereotyping 18. Image of schools in community 19. Decision-making process 23. School and classroom rules, regulations, and procedures	1. How can conflicts be minimized in areas in which individual values and expectations may be different? Such situations may include: (1) open classrooms/schools vs. traditional/closed schools; (2) teaching of sex education; (3) use of certain controversial books, magazines, and films for instructional purposes; (4) assignment of students to nonacademic classes; (5) curriculum emphasis, i.e., academic vs. so-called frills; (6) school grading policy; (7) homework policy; and (8) classroom and school discipline policies.	1.1 Workshops should be held for parents to discuss advantages and disadvantages of various teaching techniques, curriculum organization, and classroom materials. An open dialogue should be established with ample parental input before decisions are reached regarding the implementation of proposals in the above areas. 1.2 School policies on grading, homework, and discipline should be developed with considerable input from not only parents but also teachers and students. Several workshop meetings should be held before the adoption of policies in these areas. Once adopted, policies should be mentioned and reviewed periodically to ensure appropriateness or relevancy. 1.3 Brochures should be developed and parent forums conducted at the school site and in the community to ensure an awareness of the kinds of school requirements necessary to pursue college degrees or specialized careers. Parents must become aware of the kind of school curriculum demanded for entry into college or specialized careers. In instances where the school's curriculum is inadequate to ensure that students will acquire appropriate background experiences, parents can join the school to demand the inclusion of necessary curriculum. Joint efforts of this type have the advantage of strengthening the relationship between parent and school.

Chart 9 – Continued

Problem areas	Problems	Strategies
2. Individual differences/ values 4. Communication 6. Expectations of others 10. Perceptions/attitudes/ stereotyping 19. Decision-making process	2. Criticisms leveled at school staff who are insensitive to parental concerns and student needs occur all too frequently in many schools. How can the selection of new staff and the retraining of old staff be used as a process to reduce such criticisms?	2.1 Parents should be involved in the selection of new school staff at every level. They should be involved in developing the description of the kind of qualifications desired for a given school position and should be a part of the interviewing panel for new school staff. Although they will not normally be required to make a final selection, they should have equal votes in recommending to the principal or superintendent a final selection of top choices. 2.2 For insensitive staff who are not new, small group workshops and individual sessions on human relations, negative verbal and nonverbal cues, prejudice, and stereotyping should be regularly conducted.
4. Communication 10. Perceptions/attitudes/ stereotyping 18. Image of school in community	3. Frequently, parents are unaware of school policies, procedures, and activities. Communication between the school and the parent may be irrelevant (e.g., that many teachers went sailing over the weekend), obscured by jargon and bloated diction, or simply nonexistent. What strategies might be used to increase effective communication?	3.1 Develop a regular parent newsletter to be mailed to parents' homes. Conduct regular information sharing sessions in the community (churches should be considered) as well as at the school. 3.2 Formulate a communication advisory committee of students, staff, and parents to provide recommendations for school facts to be shared and format to be used. 3.3 Develop bilingual parent newsletters, using the predominant languages spoken by area parents. 3.4 Use a direct, easy to understand style of writing. 3.5 Establish a school hot line for parents in need of information concerning pressing problems. 3.6 Develop and maintain open contact with newspapers, radio, and TV. Use them to highlight accomplishments of the school. Keep them informed about problems that could polarize the community; e.g., fights between ethnic groups.

Chart 9 – Continued

Problem areas	Problems	Strategies
2. Individual differences/ values 4. Communication 10. Perceptions/attitudes/ stereotyping 18. Image of school in community 19. Decision-making process 23. School and classroom rules, regulations, and procedures	4. Parents in many schools are not involved in school affairs. The lack of parental involvement is often seen as a lack of interest in the school and in the children's education. The lack of involvement also deprives the school of feedback on the school image. How can parental involvement be increased?	4.1 Provide genuine opportunities for involvement by developing specific activities (e.g., staff selection, school policies, fund raising for school activities) for parental involvement. Personally invite individual parents, making sure all parental groups are represented, to serve on the groups established. 4.2 Get to know parents in settings outside the school (e.g., churches and social affairs) and encourage their involvement in school affairs. 4.3 Do not wait until a student is having school difficulties to contact parents. Establish a system of telephoning and visiting parents. 4.4 Make the school facility available for use as a community center—recreation, health services, adult education. Assign sensitive school staff on a rotating basis to staff an information center. 4.5 Do not involve parents simply to rubber stamp school decisions. Provide opportunities for parental input throughout the decision-making process. 4.6 Schedule activities for parental involvement at various times to accommodate those who have obligations on a regular basis which conflict with a set school time. 4.7 Conduct workshops on problem solving for school staff and parents. Through these, parents are able to demonstrate their expertise in solving problems and thus eliminate the skepticism that school staff may hold relative to parental involvement.

Chart 9 – Continued

Problem areas	Problems	Strategies
4. Communication 6. Expectations of others 8. Fear of unknown/anxiety	5. The image of the school is influenced by the physical appearance of the school, the quality of the school staff, the quality of the educational program, the quality and quantity of school supplies and equipment, school violence and vandalism, and the morale of the students and staff. How can parents help to improve the image of the school?	5.1 See strategies 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.6, and 4.2. 5.2 Seek volunteer parental help in raising funds for additional equipment and supplies for school enrichment. 5.3 Conduct open forums on reducing school vandalism and violence. Provide opportunities for parents to form lookout and notification systems for reporting such acts. 5.4 Conduct workshops on the causes of school vandalism and violence that have antecedents in the home; e.g., favoritism, lack of supervision, ethnic group stereotyping.
10. Perceptions/attitudes/stereotyping	6. Parents and administrators often have prejudicial views regarding ethnicity. These views are reflected either in avoiding members of the other ethnic groups or in provoking confrontations. How can prejudice be reduced?	6.1 Get parent groups to organize workshops on the nature of prejudice and stereotyping behavior. Provide resources for such sessions if possible. Emphasize cultural awareness and sensitivity. 6.2 Involve parents in goal-setting and problem-solving activities to develop respect for the contributions all parents make as well as for their similarities and differences. 6.3 Provide multicultural activities throughout the school's program. Ensure multiethnic representation on all school committees and groups. 6.4 Ensure that the school staff is multiethnic and that each is involved in some policy-making activity.

Chart 9 – Continued

Problem areas	Problems	Strategies
2. Individual differences/ values 4. Communication 6. Expectations of others 18. Image of school in community	7. Schools must be accountable to the community it serves. Parents who demand such accountability are often perceived of as a threat to the school. How can schools satisfy the demand for accountability and eliminate the perceptions of parental threat?	7.1 See strategies 3.1, 3.5, and 3.6. 7.2 Involve parents in formulating and reviewing the philosophy and goals of the school. 7.3 Conduct telephone surveys of parents concerning the school's effectiveness. Develop other feedback mechanisms. 7.4 Provide parents and the communication media regularly with information on the school's success and, if appropriate, reasons for its failures.

Administrative Staff-Community Problems

School administrators are confronted with myriad problems, including the following: (1) apathetic community groups or agencies; (2) overtly hostile, anti-school groups; (3) difficulties with various public media, especially during crisis situations; (4) power struggles with community advisory groups over the disposition of federal and state-supported educational activities; and (5) disagreements with neighborhood representatives and merchants who are dissatisfied with the behaviors of students at the school.

Chart 10

Administrative Staff-Community Problems and Solution Strategies

Problem areas	Problems	Strategies
4. Communication 13. Avoidance 18. Image of school in community 6. Expectations of others 2. Individual differences/ values 10. Perceptions/attitudes/ stereotyping	1. How can a school administrator become more aware of the problems that clients in the school's community face? How can he/she gain insight into the social organization of the school's community? How can an administrator become aware of resources available in other agencies to help the school?	1.1 Make a major effort to get to know the nature of the communities served by the schools. Establish relationships with leaders in all walks of community life. Participate in school-related activities in the community. 1.2 Establish an informal advisory group composed of leading community figures for the purpose of keeping the administrators informed regarding matters and problems relevant to the school. 1.3 Require community involvement for all administrators.
4. Communication 13. Avoidance 10. Perceptions/attitudes/ stereotyping 6. Expectations of others 2. Individual differences/ values 18. Image of school in community	2. How can an administrator become more informed regarding the essential concerns of the divergent ethnic groups in the school's community?	2.1 Establish mandatory in-service education for all administrators, including the study of the histories of various minority groups, their current problems, aspirations, and needs. 2.2 Form an advisory group consisting of knowledgeable and respected members of various ethnic minority groups to serve as a source of advice and information.
4. Communication 13. Avoidance 6. Expectations of others 21. School physical environment 18. Image of school in community	3. What can administrators do when problems arise with other community agencies, such as the police and merchants, regarding school disciplinary practices and regulations?	3.1 Hold meetings with representatives of community agencies regarding particular and general problems of youth in the community on a regular basis. These meetings would provide administrators with an opportunity at least to explain the school's philosophy, policies, and procedures.

Chart 10 – Continued

Problem areas	Problems	Strategies
2. Individual differences/ values 4. Communication 13. Avoidance 6. Expectations of others 18. Image of school in community	4. How can problems dealing with media coverage of crisis incidents at the school be avoided? In newly desegregated schools, conflict situations often gain wide public notice and attention. Television, in particular, can have a significant impact on the public's perceptions of the severity of the crisis.	4.1 Maintain a constant working relationship with media agencies. If possible, policies should be developed in advance regarding how crisis situations will be treated.
2. Individual differences/ values 4. Communication 6. Expectations of others 18. Image of school in community 10. Perceptions/attitudes/ stereotyping	5. How can administrators avoid conflicts and misunderstanding with community advisory groups associated with funded programs?	5.1 Develop clear district policies regarding the roles of such groups as well as the constraints under which such groups must operate. 5.2 Conduct in-service sessions for such groups. In some cases members of such groups often have very limited experience in formal organizational settings.
4. Communication 2. Individual differences/ values 6. Expectations of others 21. School physical environment 18. Image of school in community 10. Perceptions/attitudes/ stereotyping	6. How can administrators become aware of the views of significant parent groups regarding (1) curriculum and learning outcomes; and (2) discipline and matters relating to pupil behavior? This problem is generated by the fact that some ethnic minority group parents hold different expectations of schools from those of members of the dominant social group in the school's community (e.g., basic education vs. progressive approaches).	6.1 See 1.3 above. 6.2 Maintain administrative contact with groups of parents who are representative of all students in the school. Parent advisory groups would be in order.
6. Expectations of others 10. Perceptions/attitudes/ stereotyping 2. Individual differences/ values 4. Communication 13. Avoidance	7. How can administrators be helped to overcome negative expectations regarding such things as parental attitudes, pupil behaviors, and student abilities?	7.1 See 1.1, 1.3, and 2.1 above. 7.2 The district should arrange visits of administrators to school settings which refute inaccurate perceptions and expectations. 7.3 Conduct specialized interpersonal and intergroup relations training relating to multiethnic school situations.

Chart 10 – Continued

Problem areas	Problems	Strategies
18. Image of school in community 10. Perceptions/attitudes/stereotyping 6. Expectations of others 2. Individual differences/values	8. How can an administrator become aware of the image or images that are held in the community of his/her school?	8.1 Visit the homes of parents. 8.2 Select a random sample of students, parents, and other community persons and administer a questionnaire dealing with their perceptions of the school. 8.3 Form an advisory group composed of students who are representative of the school's composition. 8.4 Hold meetings with representatives of other community agencies and groups whose interests interface with those of the school.
13. Avoidance 2. Individual differences/values 6. Expectations of others 4. Communication 10. Perceptions/attitudes/stereotyping	9. What can an administrator do when a sizable segment of the parent group of his/her school seems to avoid direct contact and involvement with the institution?	9.1 See 8.1 above. 9.2 Have administrators participate in community events to demonstrate an interest in the community or in the affairs of a particular ethnic group. 9.3 Establish a community advisory group to help the school specifically with this problem. 9.4 Establish a cooperative relationship with law enforcement juvenile bureaus and encourage law enforcement contact with school principals and assistant principals when their students are in difficulty with police. School administrators can council students and intervene on their behalf for informal rather than formal problem resolution. Such activities are time-consuming but are trust builders.

Chart 10 – Continued

Problem areas	Problems	Strategies
21. School physical environment 18. Image of the school in community 6. Expectations of others 4. Communication	10. Many urban schools have been in existence for a number of years. They can become very unattractive and contribute to the dislike of students and members of community groups (parents, ethnic minority group organizations, and the like). How might an administrator attempt to improve the physical and aesthetic nature of the school with little or no funds?	10.1 Create student, parent, and community group joint committees to study and propose ways in which the school could be improved as a physical plant. Teachers would also be involved in such a study effort. 10.2 Parent and community groups would be apprised of the school's specific needs, and their cooperation should be sought in improving conditions. For example, a group of parents or representatives from some organization might undertake to build needed playground equipment at an elementary school. 10.3 Have teachers and students at the site develop projects designed to improve the school setting. Such an effort provides an opportunity for multiethnic, cooperative interaction. 10.4 Encourage community agencies to undertake projects designed to improve the school site.

Parent-Parent Problems

The school is the social agency through which one supposedly learns the social skills in an atmosphere of discipline. Parents and peers of children attending the school are the attitudinal reinforcement for those social skills and the primary examples children follow in learning how to get along with others.

The inability of parents to understand and to cope with the behavior of their children and their children's peers from different minority groups, socioeconomic backgrounds, and family orientations eventually leads to mutual frustrations and dislike. How these challenges are handled can influence a child's personal growth and attitude toward learning.

Chart 11

Parent-Parent Problems and Solution Strategies

Problem areas	Problems	Strategies
2. Individual differences/ values 6. Expectations of others 4. Communication 10. Perceptions/attitudes/ stereotyping 5. Differential treatment	1. Differential treatment of parents and children resulting from the lack of recognition of various styles of parenting, cross-cultural/economic sensitivities, different perceptions of child rearing practices, and different communication styles interferes with effective parent relations. How might this situation be changed?	1.1 Conduct monthly parent workshops, using materials, presentations, and filmstrips, to focus on the positive intercultural and intracultural patterns of behavior (all school staff should be invited to attend).
2. Individual differences/ values 6. Expectations of others	2. Family reactions to personal problems are often thought to be unique to socioeconomic groups. How may parents become aware that many of their problems are shared by other parents, regardless of social or economic status?	2.1 Hold special interest discussion groups for parents experiencing transitions: (1) single parent head of household; (2) entry and reentry parents (career planning and development); (3) divorce/separation; and (4) death/grief.
2. Individual differences/ values 6. Expectations of others 16. Inadequacy of support systems 13. Avoidance	3. How may productive parent coalitions be formed to resolve pending and foreseeable conflict?	3.1 Conduct training for parent liaisons to work with other parents evidencing school/child problems. 3.2 Develop parent advisory groups to meet with faculty and administration regarding school policy and community involvement. 3.3 Have parents conduct rap sessions with students on a regular basis and participate in the planning of school activities.

Parent-Other School Staff Problems

Effective relationships between parents and noncertificated staff contribute significantly to the development and maintenance of a supportive school environment for the student. Further, working relationships between these two groups have the potential for facilitating individual student learning as well as for furthering the overall purposes and goals of the school. Yet, parents and noncertificated staff rarely have maximized the opportunities for mutual contact and support.

Chart 12

Parents-Other School Staff Problems and Solution Strategies

Problem areas	Problems	Strategies
4. Communication 10. Perceptions/attitudes/ stereotyping	1. Parents and other staff have little or no contact with each other. The nature of their interactions are primarily in problem-centered or negative situations arising from a particular student or from a more general school-related issue. Thus, the two groups often develop one-sided pictures of each other in terms of their attitudes, perceptions, and behaviors. How might this situation be changed?	1.1 Develop informal social activities for parents and staff to get to know each other. 1.2 Schedule and plan activities for parents and staff to meet and share positive experiences, such as progress reports on students who are achieving well in school. 1.3 Develop procedures for parents and staff to develop constructive, mutually shared solutions to problems. 1.4 Involve parents and staff in communications workshops and training in the schools.
4. Communication 10. Perceptions/attitudes/ stereotyping 2. Individual differences/ values	2. Parents and staff feel they are not understood by the other group. What strategies may be used to eliminate these feelings?	2.1 Plan activities for staff and parents to meet to share their perceptions, attitudes, and values. 2.2 See 1.1, 1.2, 1.3, and 1.4 above.
6. Expectations of others	3. Parents and staff may have different expectations regarding the methods by which their children are taught or disciplined as well as regarding the purposes and goals of education. How can shared expectations be developed?	3.1 Involve the parents and other staff in teacher-administrator meetings where issues related to methods of instruction or discipline are being discussed. 3.2 See 1.1, 1.3, and 1.4 above. 3.3 See 2.1 above.
2. Individual differences/ values 5. Differential treatment 6. Expectations of others 10. Perceptions/attitudes/ stereotyping 4. Communication	4. Parents often believe that staff members treat them as outsiders when they go to the school; from the parents' perspective, it is almost as if they were in a place where they did not belong. Further, some parents believe that staff treat them differently and with less respect than they treat other parents. Staff feels that their contribution to student learning is devalued or underestimated by parents. What can be done to prevent such feelings of alienation?	4.1 Plan workshops or other activities which will focus on individual differences between groups and how these differences may lead to misperceptions. Train staff to respond to parents with respect and concern. 4.2 See 1.1, 1.2, 1.3, and 1.4 above. 4.3 See 2.1 above. 4.4 Develop activities which will encourage parent participation in all phases of school operations.

Chart 12 – Continued

Problem areas	Problems	Strategies
10. Perceptions/attitudes/ stereotyping 4. Communication 6. Expectations of others	5. Some staff and parents feel that the other group does not care enough or is not involved enough in the students' learning. Each may perceive the other as less interested in the student than is the case. What might be done to change these perceptions?	5.1 See 1.1, 1.2, 1.3, and 1.4 above. 5.2 See 2.1 above. 5.3 See 3.1 above 5.4 See 4.1 above.
4. Communication 1. Authority and control 18. Image of school in community	6. Parents and staff may share a sense of powerlessness in affecting school decisions or in affecting the image of the school in the community. Yet, the two groups may not have had sufficient contact with each other to deal effectively with their shared concerns. How can an effective coalition be formed to work on mutual concerns?	6.1 Establish a group of concerned parents and staff who can develop strategies for ensuring their input into school decision making. Such a group may also help plan activities to ensure a more positive image of the school. 6.2 See 1.1 and 1.4 above. 6.3 See 2.1 above. 6.4 See 3.1 above. 6.5 See 4.4 above

Community Group-Community Group Problems

Conflicting purposes and beliefs between community groups often work to the detriment of the school. Frequently, political struggles over such issues as community involvement and the selection of community representatives take precedence over school issues. The quest for power, differences in attitudes and perceptions, and a lack of communication often prevent community groups from assuming roles that are strongly supportive of the schools.

Chart 13

Community Group-Community Group Problems and Solution Strategies

Problem areas	Problems	Strategies
11. Power 4. Communication 19. Decision-making process	1. In attempting to select community representatives for advisory committees or councils, the school is sometimes forced to select among competing community groups. Selection of representatives from one group may alienate the other group(s). What might be done to satisfy all groups?	1.1 If possible, select representatives from each group. 1.2 Communicate openly with all groups, indicating how they might become involved in school affairs, even though it may not be possible for representatives from each group to be on school advisory committees.
2. Individual differences/values 4. Communication 6. Expectations 10. Peceptions/attitudes/stereotyping 18. Image of school in community	2. Community groups may have conflicting views about the role of the school or how it should be administered. Such views may help to create a poor image of the school and lowered morale for staff and students. How can the school reduce the negative impact of such views?	2.1 The principal should maintain good public relations. If this is done, differences in opinion can be placed in perspective. 2.2 Allow groups to make suggestions for school improvement. 2.3 The principal should meet with community groups to discuss school programs, strengths, problems, and the prognosis for future development.
3. Sharing information 4. Communication 7. Alienation behavior 8. Fear of unknown/anxiety 10. Perceptions/attitudes/stereotyping 20. Role of communication media	3. Frequently, in attempting to achieve racial balance in the school community, groups will become engaged in bitter debate. The results often lead to polarization of and hostility between community groups, school staff, and students. What can be done to avoid such results?	3.1 Frequent meetings must be held to impart factual information concerning logistics, to answer all questions, and to dispel negative perceptions about what will happen to neighborhoods, students, and the school. 3.2 Attempt to develop advisory groups consisting of representatives of all community groups. 3.3 If possible, secure the cooperation of the media in highlighting the process for achieving racial balance and its desirability.

Chapter V. Establishing the School Human Environment Assessment Group

The importance of establishing a School Human Environment Assessment Group (SHEAG) to identify school-related problem areas was discussed in Chapter III. In addition to ensuring representation of all concerned groups (administrative staff, teachers, other school site staff, parents, students, and community members), the SHEAG should also be balanced on the basis of ethnicity, economic status, sex, and grade level. The selection of the SHEAG should be done impartially and should ensure that a cross section of individuals committed to improving the school climate is identified.

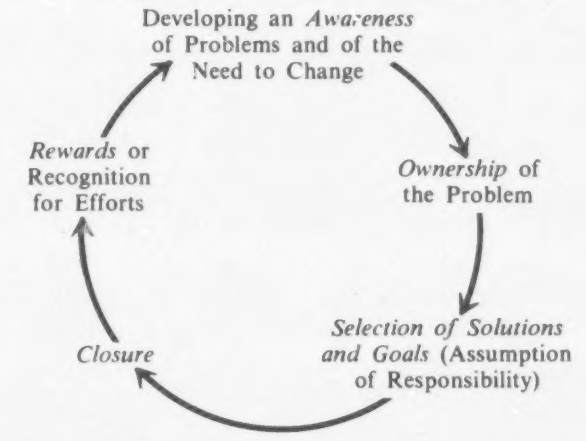
The SHEAG must be large enough to have an impact on the school. The size of the SHEAG, however, will depend on the size of the school. For a school of 700 to 900, the ad hoc committee recommends a SHEAG of approximately 20 members, distributed as follows: the principal, one vice-principal, four teachers, six students, two other school staff, four parents, and two persons from the community. After the SHEAG is selected, the school principal is responsible for structuring and maintaining a supportive environment for its functioning.

As a way of helping the SHEAG perform its task effectively, the Hetzel and Barnard model (1973) for effecting educational change is illustrated in Figure 1.

The first step in this model involves the development of an *awareness* of the fact that problems do exist and that they are hampering the mission of the school. A variety of approaches could be used at this stage, including small-group meetings to identify problems and concerns, personal interviews with the persons representing of various groups involved in the school, and use of survey questionnaires. The problem areas and problem statements included in the manual can be introduced, discussed, and prioritized. Hetzel and Barnard suggest that awareness on an emotional level be sought prior to efforts of a cognitive nature, such as the presentation of data.

The next task involves getting the group to identify with the need to seek change, to accept *ownership* of the problem, and to develop a commitment for its solution. According to Hetzel and Barnard, "The problem must be removed from an institutional to a personal level." Individuals must realize that since they are connected to the institution, they are also part of the problem.

Fig. 1. Hetzel and Barnard Model of Group Process*


Developing an *Awareness* of Problems and of the Need to Change
Ownership of the Problem
Selection of Solutions and Goals (Assumption of Responsibility)
Closure
Rewards or Recognition for Efforts

*Adapted from Robert Hetzel and Douglas Barnard. "The Human Agenda: Critical Variable in Innovation," *Educational Leadership*, Vol. 30 (March, 1973), 526—29.

The next phase in the model is the problem-solving phase: a quest for *solutions and goals*. The suggested strategies in the manual can be considered, evaluated, and expanded. At this stage it is desirable to have a variety of inputs as well as advice from outside consultants if necessary.

During selection of problem areas and solutions, the school principal must accept the decisions of the SHEAG, given the constraints of state or district policies, financial limitations, personnel, space, and time. Once the SHEAG has selected the goals to be pursued, it will increase its *responsibility* for trying to achieve the desired solutions. Some form of *closure*, or resolution, of the SHEAG's task is essential. If nothing comes out of their problem identification and problem-solving efforts, individuals on the SHEAG will be less willing to undertake similar activities in the future.

Hetzel and Barnard point out the groups that have engaged successfully in the problem-solving process derive intrinsic reinforcement from having completed the task. However, the school principal should also see that other publics are aware of the contribution that the SHEAG has made. Such *recognition* will increase the possibility that the people in the group will be willing to engage in problem-solving activities in the future. They offer four points of caution to educational leaders:

1. Predetermined solutions must not exist. If they do, group members will feel manipulated.
2. Administrators cannot impose their solutions on the group through subtle uses of language or cues. Practices of this sort reduce feelings of ownership on the group's part.
3. All decisions should be arrived at jointly by the administrator and members of the group. Neither party should withdraw during any part of the problem-solving process.
4. The educational leader must avoid imposing unreasonable burdens on the staff, students, parents, teachers, or community members in terms of time or energy.

Chapter VI. Conclusion

In this manual the problems that occur between the primary groups associated with the school—students, teachers, administrators, other school staff, parents, and community groups—were identified, and strategies for solving them were provided. Some of the problems overlap. The committee believes that this demonstrates the commonality of problems that occur between various groups, and that realization of this fact may diminish the resistance of particular groups to change their behavior. In other words, basic student-related problems associated with economic or ethnic group membership may be reduced as parents and others recognize their common concerns.

Essential Conditions

The committee believes that several conditions are essential before the strategies introduced in this manual can be applied. First, district and site administrators and their staffs have to be committed to the idea of achieving harmonious interpersonal and intergroup relations within their schools. Second, they must endorse the concept of team problem solving. Third, they must have a valid perception of the problems. Fourth, groups need enough time and resources to work through the problem-solving strategies suggested in this manual. Fifth, individuals who participate must truly represent a cross section of the school community and must be committed to eliminating the problems. These conditions would help ensure the development and advocacy of support systems for students, teachers, other school staff, parents, and community groups.

Potential Data Sources and Corrective Evaluation

As mentioned in Chapter II, 21 possible interactions among school-related groups were identified. Sources of data concerning these interactions could be obtained through a variety of means to help an institution identify problems that require attention. Such data sources might include observations of individual behavior and group interactions, official reports of incidents, survey questionnaires, and interviews with persons representing various populations associated with the school.

One major problem is that school administrators may have little awareness of the problems with which they are faced. As suggested in Chapter V, the School Human Environment Assessment Group, composed of representatives of the six basic school community groups, could provide what Karns and Wenger* call corrective evaluation. Such evaluation feeds useful information back into the system in a consistent fashion so that changes can be made in the school. The following factors are among the criteria for corrective evaluation:

Relevance. The data are related to the problems and their possible solutions.

Applicability. The information can be used in the problem-solving process.

Continuity. The process of analysis and evaluation is continuous.

Variety. Different types of information are obtained and used.

Clarity. The subject being studied or evaluated is clear to everyone involved.

Validity. The evaluation addresses real issues.

Implementation

Who should conduct the training or implement the strategies presented? The committee thinks that individuals who are trained in leading group discussion, who can work through problems, and who have the background skills suggested by the problem-solving strategies in this manual will make the best "trainers" or "facilitators." These persons should be selected with care. If appropriate individuals do not exist at the school site, outside consultants should be used. However, a team of school site individuals should be trained to work with individuals and groups that do not participate in the initial problem-solving sessions. Training sessions should continue throughout the school year. At least ten weekly or biweekly sessions of two to three hours each should be scheduled.

*Edward Karns and Marilyn Wenger, "Developing Corrective Evaluation Within the Program," *Educational Leadership*, Vol. 30 (March, 1973), 533—35.

To achieve maximum impact, a senior high school might work with a junior high feeder school and an elementary feeder school on selected problems. Within each school, the School Human Environment Assessment Group would oversee the training of target group members so that significant numbers of people might have a direct impact on the problem.

The efficacy of the problem-solving strategies presented in this manual will depend on each school district's goals and objectives. If districts are committed to promoting effective teaching, learning, and social interactions for all students, the strategies provided here can help.

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